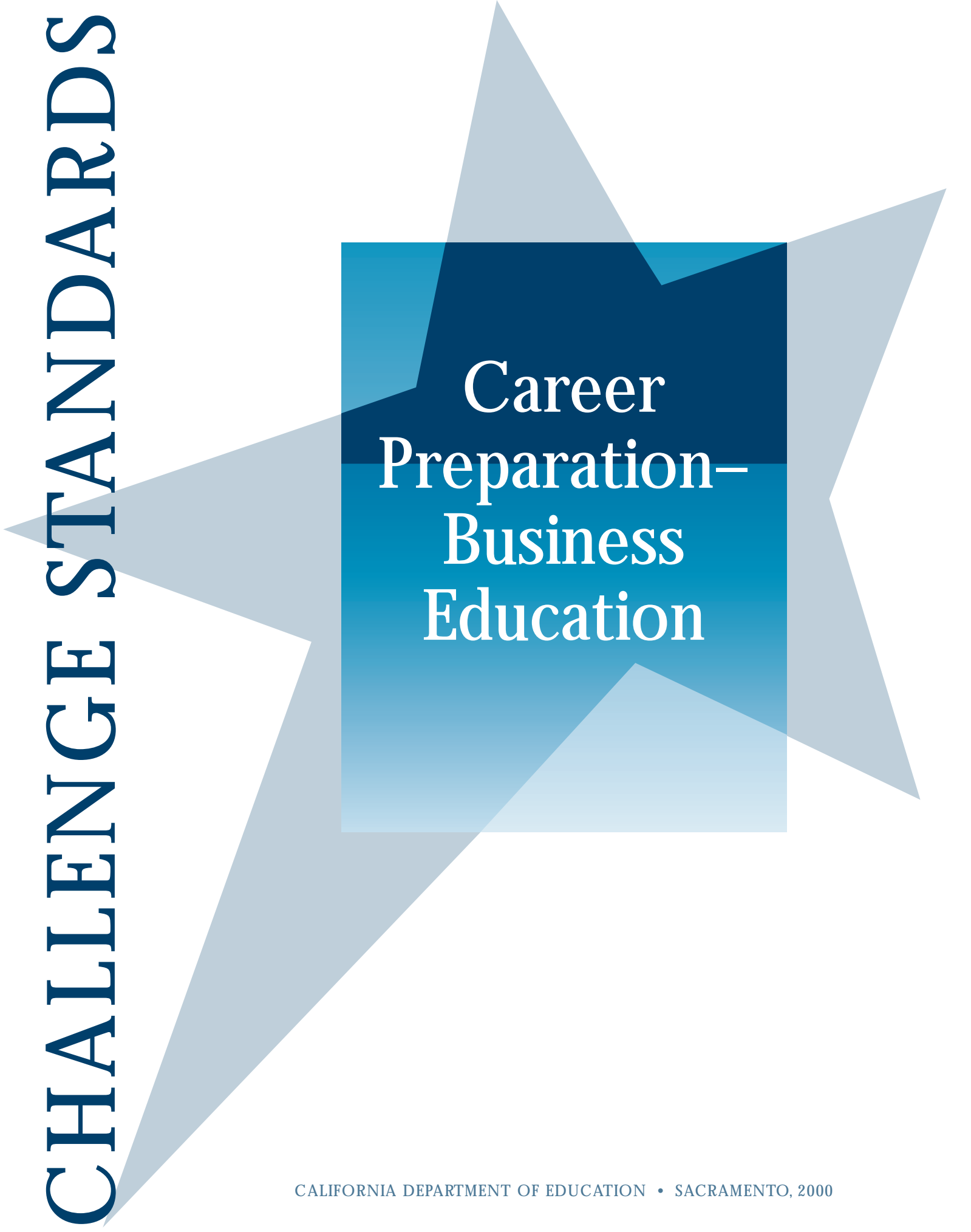# CHALLENGE STANDARDS

Career Preparation– Business Education

Challenge Standards for Student Success

Career Preparation– Business Education

Publishing Information

Notice

The guidance in *Challenge Standards for Student Success: Career Preparation—Business Education* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

Contents

Acknowledgments

Introduction

As businesses in America evolve to compete successfully in the global marketplace, a growing need exists for employees with business expertise and the ability to analyze and respond to emerging trends. The corporate worker encounters a workplace in which decisions are made by teams, nearly every desk is equipped with a computer, the use of the postal service is giving way to e-mail, and decisions made in Japan on a given day affect corporations in America the very next day. "Down-sizing" has been replaced by "right-sizing," with millions of traditional jobs disappearing permanently.

In a high-tech world in which technology and science are constantly altering the parameters of experience and knowledge, it is critical for students to understand those changes and be able to adapt to them. Students who graduate today will enter a job market that is vastly different from the job market a decade ago, and they must be equipped with new skills, attitudes, and knowledge in order to thrive in the global marketplace.

The basic components of the Challenge Business Education Standards—communication, computation, technology, leadership, and creative problem solving—provide the foundation for success in an information-based and service-based global economy. These standards have been developed in response to school reform efforts, shifting demographics, and a changing workplace. They are designed to prepare students to think, make decisions, interact effectively with co-workers, use creativity to solve problems, and communicate using all forms of emerging technology. The standards have been validated by business and industry; they are broad-based and encourage continuing academic and technical education beyond high school.

The vision for business education in California includes programs that are composed of carefully articulated instructional sequences for kindergarten through grade twelve and postsecondary education.

Students in the elementary grades are introduced to business concepts and career awareness at the same time that they are developing the fundamentals of reading, spelling, mathematics, and grammar. Middle school programs promote students' exploratory experiences, reinforce basic skills, enhance the understanding of business concepts, and provide a basis for the development of business and technological skills. Students who develop an awareness of business in the elementary grades and explore business in middle school can enter high school prepared for the Business Technology Core, which provides students with a foundation for pursuing a business career path option.

Success for all students is the focus of the rigorous, standards-based business education sequence of learning. Varied delivery systems, including interdisciplinary instruction and applied academics, accommodate diverse learning styles and bring relevance to classroom learning, facilitating the transition of students to the world-class workplace and advanced education.

Business Education Career Path Sequences

The Business Education Career Path sequence of learning for grades nine through fourteen includes the following components:

Business Technology Core. Students who have developed an awareness of business and explored business concepts and careers are prepared for the Business Technology Core. This core is designed for students in grades nine and ten and features broad-based standards that address the knowledge and skills that provide a foundation for the pursuit of a Business Education Career Path Cluster.

Business Education Career Path Cluster. The Business Education Career Path features four clusters—Computer Science and Information Systems, Business Management, Accounting and Finance, and Marketing—that were selected as a result of extensive research of labor market trends. Students may choose a specific career path cluster that is directly related to their career interests or develop a foundation for postsecondary education by pursuing instruction in two or more clusters.

Career Path Specializations. Within each of the career path clusters, students may further refine their career choices by pursuing areas of specialization, usually in grade twelve or in postsecondary institutions or both. These career path specializations were developed with extensive advice from business and industry and are based on the

Business Education Clusters and Specializations

ENTERPRENEURSHIP

Telecommunications

Information Systems Management

Computer Science

Business Management and Operations

Administrative Support

Career Path Specializations

Grades 12–14

Accounting and Financial Management

Travel and Tourism

Hospitality Marketing

General Merchandising

Financial Services

Fashion Merchandising

ENTERPRENEURSHIP

Computer Science and Information Systems

Business Management

Accounting and Finance

Marketing

Career Path Clusters

Grades 11–12

Business Technology Core
Introduction to Business

Grades 9–10

careful review and projection of job market trends. Several specializations were identified at the state and national levels as growth industries with great potential for students selecting those specializations.

Entrepreneurship. At a very early age, many students begin to think about owning and operating their own business to earn money. Elementary school students "play store" and set up lemonade stands. Middle and secondary school students, largely through the Business Technology Core, are afforded opportunities to explore the desirability and feasibility of entrepreneurship as a career option and to learn about the importance of enterpreneurship to the economy. Entrepreneurship competencies and concepts that focus on business planning and management can be presented in a separate course or integrated into other courses. Students interested in entrepreneurship may be strongly encouraged to complete a career path cluster and a specialization to ensure that they develop the occupational skills necessary for entrepreneurial ventures.

Organization of Business Education Challenge Standards

The Business Education Challenge Standards contained in this document are organized into the categories indicated in the chart on the previous page. The career path clusters are presented in alphabetical order, as are the specializations within each cluster, the standards within each category (core, cluster, and specialization), and the benchmarks for each standard.

Numeric and alphabetic designations. The *groups* of standards have been assigned numbers as follows to facilitate referencing:

1.0	Business Technology Core
2.0	Accounting and Finance
3.0	Business Management
4.0	Computer Science and Information Processing
5.0	Marketing
6.0	Entrepreneurship

Within these groups, each *standard* is assigned a corresponding number as well as an alphabetic designation that indicates the type or level of the standard. The alphabetic designations are as follows:

Business Technology Core Standards (C)
Career Path Cluster Standards (CL)
Career Path Specialization Standards (S)
Entrepreneurship Standard (E)

Presentation of the standards. Please note that:

- The four career path clusters vary in the number of cluster standards and specialization standards they contain.
- Within the Marketing Career Path Cluster, the Hospitality Marketing specialization features two facets: (1) hotel and lodging; and (2) restaurant marketing. Although they are components of the same specialization, they have been assigned separate numbers.
- Within the Marketing cluster, the Travel and Tourism specialization has *three* facets—Operations, Sales, and Scope and Structure—each of which has been assigned a number.

The standards contained in this document and the corresponding numbers and alphabetic designations are listed as follows:

1.0   Business Technology Core
     1.1   Business Communications (C)
     1.2   Business Environment (C)
     1.3   Career Preparation and Job Acquisition (C)
     1.4   Economics of Business (C)
     1.5   Financial Concepts (C)
     1.6   Functions of Business (C)
     1.7   Human Resources Development (C)
     1.8   Leadership Development (C)
     1.9   Technology (C)

2.0   Accounting and Finance
     2.1   Accounting Principles and Procedures (CL)
     2.2   Accounting and Financial Management (S)

3.0   Business Management
     3.1   Economic Principles and Systems (CL)
     3.2   Legal Environment of Business (CL)
     3.3   Management Principles (CL)
     3.4   Business Management and Operations (S)

4.0   Computer Science and Information Processing
     4.1   Information Processing (CL)
     4.2   Administrative Support (S)
     4.3   Computer Science (S)
     4.4   Information Systems Management (S)
     4.5   Telecommunications (S)

5.0   Marketing
     5.1   Customer Service (CL)
     5.2   Marketing Principles (CL)

5.3 Promotion (CL)
5.4 Selling Concepts (CL)
5.5 Fashion Merchandising (S)
5.6 Financial Services (S)
5.7 General Merchandising (S)
5.8 Hospitality Marketing. Hotel and Lodging (S)
5.9 Hospitality Marketing. Restaurant Marketing (S)
5.10 Travel and Tourism. Operations (S)
5.11 Travel and Tourism. Sales (S)
5.12 Travel and Tourism. Scope and Structure(S)

6.0 Entrepreneurship
6.1 Entrepreneurship (E)

Format of standards. Each standard contains the following components:

- *Number*—The number preceding the title identifies the category to which the standard belongs.
- *Title*—The standard title indicated in **bold type** identifies the concept addressed by the standard.
- *Alphabetic designation*—The letter in parentheses immediately following the title indicates the type or level of the standard.
- *Statement of standard*—Each standard addresses broadly that which a student should know.
- *Benchmarks*—Statements listed below each standard and numbered accordingly describe what students should be able to do to meet the standard.

Using Business Education Challenge Standards

The Business Education Challenge Standards are business-validated, industry-validated, and broad-based to provide flexibility in curriculum and program development. Standards and benchmarks may be added, moved within and across career path clusters, and integrated into other disciplines. Courses and programs may be organized to include standards and benchmarks from any combination of the clusters and/or areas of specialization. Because these career path clusters and the standards within the clusters are common to secondary and postsecondary Business Education programs, they facilitate articulation among educational institutions.

These standards are intended to provide direction for state-level, district-level, and site-based educators as well as for parents and all

other members of the education community—and most important, the student. They specify what students need to know to succeed in the workplace and in advanced education; they also provide the basis for assessing student achievement. The standards are being used in the development of statewide exams for selected Business Education programs through Assessments in Career Education (ACE).

A vital, targeted outcome of assessing student achievement is the use of results for improving instruction. Professional development is key to standards-based education, and educators learn from one another when they work collaboratively to examine student work and search for ways to help students reach higher achievement levels. Standards that provide the basis for measuring student achievement also serve to identify any needs for further professional development.

Technical assistance and resources for implementing standards-based Business Education programs are available through the High School Networks Office, Secondary Division, California Department of Education.

Business Education Technology Core

The business technology core provides students in grades nine and ten with a foundation of common business skills and the knowledge necessary to pursue a major in business at the entry, technical, and professional levels.

The business technology core is broad-based and facilitates the integration of academic and technical knowledge. Students develop human relations skills and thinking skills as well as the technical knowledge necessary for the new, high-performance workplace.

1.0 Business Technology Core

1.1 Business Communications (C): Students will understand communications as applied to business situations. They will demonstrate competency by selecting and using appropriate forms of business communications, while working individually and in groups, as follows:

1.1.1   *Communications.* Present a positive image of themselves through verbal and nonverbal communications.

1.1.2   *Communication methods.* Use methods of communication that are appropriate to the situation, budget, and timelines.

1.1.3   *Conventions.* Use correct grammar, punctuation, vocabulary, and spelling.

1.1.4   *Correspondence.* Write, proofread, and edit business correspondence.

1.1.5   *Etiquette.* Demonstrate proper etiquette in business communications.

1.1.6   *Intercultural communications.* Demonstrate sensitivity toward and appreciation of a diverse population.

1.1.7   *International communications.* Develop an awareness of the requisites for international communications, including languages, customs, time zones, and currency and exchange rates.

1.1.8   *Listening.* Demonstrate active listening through oral and written feedback.

1.1.9   *Presentations.* Research, compose, and orally present information for a variety of business situations through the use of appropriate technology.

1.1.10   *Technology.* Select and use appropriate forms of technology for communications.

1.1.11   *Telephone communications.* Demonstrate effective communication techniques when using the telephone.

1.2   Business Environment (C): Students will understand the development and structure of business environments. They will demonstrate competency by identifying economic, environmental, and legal factors that affect organizations and by recognizing issues that challenge people in leadership roles as follows:

1.2.1   *Business ethics.* Define business ethics and explain the importance of ethical standards and social responsibilities in the business environment.

1.2.2   *Business law.* Discuss the laws that apply to business and consumer transactions.

1.2.3   *Competitive environment.* Explain the economic effects of competition on a business

1.2.4   *Entrepreneurial concepts.* Define entrepreneurship and describe its role in the private enterprise system.

1.2.5   *Forms of business ownership.* Define and compare different forms of business ownership.

1.2.6   *Legal environment.* Explain how laws are created in the United States and differentiate between civil and criminal aspects of law.

1.3   Career Preparation and Job Acquisition (C): Students will understand the career preparation and job acquisition skills required for employment, professional growth, and employment transitions in the business environment. They will demonstrate competency by matching skills and aptitudes to business occupations, exploring business career options, and applying job acquisition skills as follows:

1.3.1   *Career exploration.* Explore career opportunities and projected trends; investigate required education,

training, and experience; and develop an individualized education plan.

1.3.2   *Employment transitions.* Examine the effects of job changes, including unemployment.

1.3.3   *Goal setting.* Identify steps for setting goals and write out personal goals and objectives.

1.3.4   *Interest assessment.* Examine aptitudes related to career options, relating personal characteristics and interests to educational and occupational opportunities.

1.3.5   *Job acquisition.* Develop job-acquisition documents and interview skills.

1.4   **Economics of Business (C):** Students will understand international and domestic business and economic viewpoints from a global perspective. They will demonstrate competency by describing economic and business practices among diverse societies as follows:

1.4.1   *Demographics.* Interpret demographic data and explain their impact on economics.

1.4.2   *Economic culture.* Explain how culture affects economic practice.

1.4.3   *Economic systems.* Describe a variety of economic systems.

1.4.4   *International trade.* Explain the impact of international trade on the domestic and global economies and the importance of multi-national corporations.

1.4.5   *International trade agreements.* Analyze changes in economic systems resulting from the increase of international trade agreements.

1.4.6   *Trade regulations.* Discuss the effects of tariffs, duties, copyrights, and patents on business practices.

1.5   **Financial Concepts (C):** Students will understand how to apply a variety of financial concepts in domestic and international business situations. They will demonstrate competency by using appropriate technology and resources to solve computational problems as follows:

1.5.1   *Exchange rates.* Access and utilize information on exchange rates.

1.5.2   *Financial computations.* Use computers and calculators to compute financial transactions.

1.5.3   *Financial statements.* Develop a balance sheet and a profit-and-loss statement.

1.5.4   *Investments.* Compute cost, profit, and return on various types of investments.

1.5.5   *Money management.* Compute personal budget plans, including income, expenses, savings, and taxes.

1.6   Functions of Business (C): Students will understand the functions and practices of business. They will demonstrate competency by identifying and describing activities and practices of business operations as follows:

1.6.1   *Environmental issues.* Describe the impact of environmentally sound business practices.

1.6.2   *Finance.* Explain the importance of financial management.

1.6.3   *Management.* Describe management techniques for creating and achieving business goals.

1.6.4   *Marketing.* Identify and describe the marketing mix: product, place, price, and promotion.

1.6.5   *Production.* Identify and describe goods and services that businesses provide, focusing on inventory, quality control, and total quality management.

1.6.6   *Research and development.* Explain the impact of research and development on business operations.

1.7   Human Resources Development (C): Students will understand the factors essential to the development of human resources that contribute to a productive workforce in a culturally diverse global environment. They will demonstrate competency by describing the ways in which human resources development affects the productivity of an organization as follows:

1.7.1   *Adapting to change.* Analyze and respond to changing situations, understand the need for constant change, and recognize the need for lifelong learning.

1.7.2   *Diversity.* Describe and compare cultural differences in relation to work styles.

1.7.3   *Occupational safety.* Demonstrate knowledge of safety practices and maintain the work environment in a safe and secure manner.

1.7.4   *Personnel.* Describe the factors related to unemployment, hiring practices, performance reviews, due process, and career advancement.

1.7.5   *Productivity.* Describe ways to decrease costs and increase productivity through effective use of human resources.

1.7.6   *Teamwork.* Demonstrate the ability to work in teams by participating in group activities.

1.7.7   *Time management.* Prioritize work to fulfill responsibilities, meet deadlines, and achieve personal satisfaction.

1.7.8   *Total quality management.* Explain how the principles of total quality management are applied in human resources development.

1.7.9   *Work ethics.* Define ethics and explain how standards and scruples affect human relations.

1.8   Leadership Development (C): Students will understand the personal qualities that form the basis for developing leadership skills. They will demonstrate competency by identifying and using leadership skills in a variety of individual and group work situations as follows:

1.8.1   *Communications.* Describe the characteristics of effective employee/employer communication.

1.8.2   *Decision making.* Develop and apply possible solutions to common business problems in an ever-changing environment.

1.8.3   *Ethics.* Explain the importance of ethical and moral standards in the workplace.

1.8.4   *Motivation.* Describe the leadership qualities of self-motivation and the characteristics that inspire others to take appropriate action.

1.8.5   *Personal qualities.* Describe the personal qualities that characterize leaders and team members.

1.8.6   *Planning.* Identify the steps necessary to produce desired results and effect change.

1.9   Technology (C): Students will understand technology used in business. They will demonstrate competency by using technology to access, manipulate, and produce information as follows:

1.9.1   *Applications.* Use various software programs to manipulate and produce data.

1.9.2   *Changing technology.* Adapt to changing technology.

1.9.3   *Presentation.* Develop and produce presentations through the use of electronic media and printed documents.

1.9.4   *Problem solving.* Solve problems efficiently through the use of appropriate technology.

Business Career Path: Accounting and Finance

Individuals trained in such fields as accounting, statistics, and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before moving on to the career path specialization in accounting and financial management.

2.0   Accounting and Finance

2.1   Accounting Principles and Procedures (CL): Students will understand basic accounting principles and procedures affecting businesses. They will demonstrate competency by preparing, maintaining, and interpreting accounting records as follows:

2.1.1   *Accounting cycle.* Apply the accounting cycle for a service business and a merchandising business by closing the books for a sole proprietorship, a partnership, and a corporation.

2.1.2   *Accounting principles.* Describe and apply accounting principles and concepts.

2.1.3   *Cash management.* Prepare bank reconciliations, establish and maintain petty cash and change accounts, identify cash control techniques, and describe cash-flow concepts.

2.1.4   *Computer accounting/spreadsheet.* Use a computer to maintain accounting records.

2.1.5   *Payroll.* Describe and apply basic payroll theory and procedures, including withholding and tax reporting.

2.1.6   *Receivables and payables.* Create and maintain subsidiary ledgers for accounts receivable and payable.

2.2   Accounting and Financial Management (S): Students will understand accounting and financial concepts. They will demonstrate competency by analyzing, applying, interpreting, and communicating concepts and principles as follows:

2.2.1   *Budgeting.* Create master budgets and flexible budgets; apply capital budgeting decisions.

2.2.2   *Computer accounting systems.* Use a computer accounting system to enter and process data and to generate financial statements and other reports relevant to the financial position of a business.

2.2.3   *Financial services.* Identify financial services and resources available to businesses.

2.2.4   *Financial statements.* Prepare, analyze, and interpret financial statements.

2.2.5   *Governing agencies.* Identify agencies that affect accounting procedures and discuss regulations and compliance issues that influence business decisions.

2.2.6   *Income taxes.* Explain and apply income tax laws.

2.2.7   *Internal control.* Apply the basic principles of internal control as they relate to various accounting systems.

2.2.8   *Inventory management.* Compare, evaluate, and apply inventory concepts and costing procedures for both merchandising and manufacturing businesses.

2.2.9   *Investment analysis.* Analyze alternative investment and financing options available to businesses.

2.2.10   *Managerial accounting.* Gather and interpret data for planning and controlling operations.

2.2.11   *Plant asset management.* Apply the procedures for asset acquisition and disposition; analyze and calculate depreciation methods.

2.2.12   *Receivables and payables management.* Explain methods for monitoring and controlling receivables and payables.

Business Career Path: Business Management

The Business Management Career Path Cluster prepares students for the executive, administrative, and human resources professions. Most occupations identified within this cluster require technical or professional preparation. In addition to studying administrative theories and organizational policies, business management students must possess a solid foundation in economic principles and systems and the legal environment of business. Students then move to the Business Management and Operations Career Path Specialization.

This particular career area is expansive because of the broad-ranging business opportunities it holds for talented, well-prepared managers and administrators. Students in this area acquire diversified knowledge and will be assets to virtually any company. They will find positions not only in the United States but in other countries as well. As the world economy expands, foreign investors will continue to participate in the United States market and will seek the expertise, background, and knowledge of administrators and managers.

3.0 Business Management

3.1 Economic Principles and Systems (CL): Students will understand the economic principles and concepts of domestic and international economies. They will demonstrate competency by making decisions based on sound economic judgment as follows:

3.1.1   *Economic models.* Use a model to explain an existing economic condition.

3.1.2   *Economic systems.* Compare various economic systems.

3.1.3   *Macroeconomics.* Analyze a macroeconomic problem and determine alternative governmental policies and consequences.

3.1.4   *Microeconomics.* Analyze a macroeconomic problem and determine appropriate actions for the individual consumer and the organization.

3.1.5   *Supply and demand.* Analyze the economic components that are influenced by the law of supply and demand.

3.2 Legal Environment of Business (CL): Students will understand the history, structure, and operation of the American legal system and the basic principles of law relevant to business operations. They will demonstrate competency by explaining how laws and regulations are created and applied as follows:

3.2.1   *Business organizations.* Compare the legal distinctions among the principal forms of business ownership.

3.2.2   *Contracts.* Describe the basic requirements for an enforceable contract.

3.2.3   *Court systems.* Trace a lawsuit through the court system.

3.2.4   *Ethics and values.* Explain ways in which the legal system incorporates the values and ethics of individuals and society.

3.2.5   *Government regulation.* Identify the principal areas of government regulation of private business activities.

3.2.6   *International legal issues.* Explain how differences in laws among countries complicate business operations.

3.2.7   *Legal rights.* Discuss laws that protect individual and organizational rights.

3.2.8   *Sources of law.* Describe the fundamental sources of law in U.S. society.

3.3 **Management Principles (CL):** Students will understand the theories and principles of managing a business. They will demonstrate competency by describing management functions, principles, and processes that contribute to the achievement of organizational goals as follows:

3.3.1   *Basic management functions.* Define and explain the five management functions: planning, organizing, directing, staffing, and controlling.

3.3.2   *Business organization theory.* Compare a variety of organizational structures.

3.3.3   *Change theory.* Explain how economic and social changes affect business.

3.3.4   *Competition.* Describe the effects of competition on management principles.

3.3.5   *Human resources development and management.* Describe the methods an organization can use to manage its human resources effectively.

3.3.6   *Management styles.* Compare management styles, including those related to cultural differences.

3.3.7   *Policy and strategy formulation.* Describe the planning process and explain its use in formulating a strategy and policy.

3.3.8   *Production and operations management.* Explain the process that converts resources, such as raw materials and labor, into finished goods and services.

3.3.9   *Research and development.* Discuss the importance of research to business planning and development.

3.4 **Business Management and Operations (S):** Students will understand the operations and managerial activities of a business. They will demonstrate competency by analyzing and explaining the development, management, and operation of a business as follows:

3.4.1   *Behavioral and quantitative theories.* Differentiate between behavioral and quantitative theories of administration.

3.4.2   *Business influence.* Describe the ways in which businesses influence government through the political action process.

3.4.3   *Financial and accounting control.* Determine appropriate methods for ensuring the most effective use of financial resources.

3.4.4   *Human resources management.* Develop policies and procedures for the use of an effective, culturally diverse workforce.

3.4.5   *International management.* Describe the role of the manager in a global environment.

3.4.6   *Management information systems.* Assess the impact of management information systems and technological applications.

3.4.7   *Managerial ethics.* Analyze managerial situations that present ethical dilemmas.

3.4.8   *Marketing management.* Discuss the role of the manager in marketing.

3.4.9   *Organizational structure.* Discuss organizational structure and explain its effect on management and operations.

3.4.10 *Quality control.* Compare various methods used by managers to ensure quality in both the manufacturing and the service industries.

3.4.11 *Social responsibility.* Discuss critical issues and management decisions related to social responsibility.

3.4.12 *Supervision.* Describe effective methods of supervision.

Business Career Path: Computer Science and Information Systems

Computer technology skills are vital to business; they permeate the entire workplace. Familiarity with computers is required in a growing number of firms and occupations primarily because of the increasingly widespread use of computerized management information systems. Technology and the growing complexity of business have expanded the need for employees who can analyze and manage information. Skills in evaluating data, working with people, and communicating are companion components for careers in information systems. This career path cluster also includes opportunities for students with strong mathematics capabilities and interest in advanced technology. After completing the career path cluster standard of information processing, students select one of the four career path specializations—administrative support, computer science, information systems management, and telecommunications.

4.0 Computer Science and Information Processing

4.1 Information Processing (CL): Students will understand the information processing concepts necessary to gather, create, and analyze data and to function in a rapidly changing technological, global society. They will demonstrate competency by performing the multiple tasks required to process data effectively and produce usable information as follows:

4.1.1   *Business and computer ethics.* Define, explain, and demonstrate proper business and computer ethics.

4.1.2   *Computer applications.* Use a variety of business applications software, including word processing, spreadsheet, database, and desktop publishing; discuss current technology and trends.

4.1.3   *Computer systems.* Use operating systems, computer hardware, and peripherals.

4.1.4   *Document processing.* Create, format, edit, and produce documents.

4.1.5   *File management.* Sort, verify, classify, and categorize data both manually and electronically for efficient retrieval.

4.1.6   *Global communications.* Demonstrate skills for communicating in an international, multicultural business environment.

4.1.7   *Information resources.* Locate, access, and retrieve information manually and electronically.

4.1.8   *Office equipment.* Operate industry-standard equipment.

4.1.9   *Problem solving.* Develop solutions to problems through the use of critical thinking and computer skills.

4.1.10   *Source documents.* Use appropriate methods and software to analyze and process source documents.

4.1.11   *Teamwork.* Work in a group to develop a product.

4.1.12   *Technical documentation.* Use manuals and other resources to solve hardware and software problems.

4.1.13   *Telecommunications.* Use appropriate electronic resources to transmit data.

4.1.14   *Time management.* Prioritize activities and evaluate and use available resources to complete tasks efficiently.

4.2 **Administrative Support (S):** Students will understand support services necessary for the operation of an office in a global society. They will demonstrate competency by mastering multiple skills and performing tasks in support of management as follows:

4.2.1   *Communications.* Use effective oral, written, and electronic communications.

4.2.2   *Computer applications.* Select and use appropriate software and accessories to design and produce professional documents and presentations.

4.2.3   *Office environment.* While considering human needs, design and organize an office environment that maximizes productivity.

4.2.4   *Office management.* Describe the coordination of daily office operations.

4.2.5   *Office supervision.* Describe supervisory skills, including communication, hiring, management, delegation of responsibilities, decision making, organization, and planning.

4.2.6   *Problem solving.* Analyze situations, solve problems, and formulate action plans.

4.2.7   *Productivity.* Describe ways in which to maximize the use of available personnel, equipment, and supplies in a variety of office situations.

4.2.8   *Records management.* Classify, store, retrieve, and purge paper, film, and computer-based records.

4.3 **Computer Science (S):** Students will understand systems and program-ming concepts related to the science of computer operations. They will demonstrate competency by applying those concepts to the development of computer systems and programs as follows:

4.3.1   *Algorithms.* Design solutions that are correct, reliable, and efficient; compare and contrast various sorting and searching methods.

4.3.2   *Architecture methods.* Explain digital logic, machine-level representation of data, memory-system organization, and the architectural use of assembly-level programming.

4.3.3   *Artificial intelligence and robotics.* Discuss the uses and effects of artificial intelligence and robotics.

4.3.4   *Complex programs.* Develop complex programs that are large in scope and require an analysis of implementation issues.

4.3.5   *Data structures.* Develop programs using abstract data types and object-oriented programming.

4.3.6   *Database.* Develop programs that access and modify databases through the use of various file-access methods.

4.3.7   *Human/computer interfaces.* Communicate, orally and in writing, information that enables users to operate computer systems effectively.

4.3.8   *Operating systems.* Use operating systems and associated utilities for file management, backup and recovery, and execution of programs; compare simple and multiuser operating systems.

4.3.9   *Program design.* Use problem-solving methods to define and analyze programs; design structured, maintainable programs to meet specifications; and code, execute, test, and debug programs with a well-defined user interface to produce accurate and reliable results.

4.3.10   *Program modification.* Describe the ways in which specification changes and technological advancements require the modification of programs.

4.3.11   *Programming languages.* Compare several programming languages; create structured programs in at least two languages through the use of control structures, procedures, functions, parameters, local variables, error recovery, and recursion.

4.3.12   *Programming style.* Develop structured, documented, maintainable programs that create self-explanatory output.

4.3.13   *Simple programs.* Apply algorithmic solutions and codes to well-defined problems.

4.3.14   *Social issues.* Discuss the issues of access, privacy, and ethics and their impact on society.

4.3.15   *Systems analysis.* Analyze computer systems, access available solutions, and develop appropriate systems.

4.4 **Information Systems Management (S):** Students will understand computerized information systems. They will demonstrate

competency by evaluating and using hardware and software solutions to improve productivity as follows:

4.4.1   *Attitude and ethics.* Define, explain, and demonstrate a professional attitude and proper computer ethics.

4.4.2   *Computer systems configuration.* Evaluate, select, install, and configure computer components, peripherals, and operating systems.

4.4.3   *Local and wide area networks.* Evaluate, operate, and manage computer networks.

4.4.4   *Problem solving.* Prioritize, analyze, and solve system problems.

4.4.5   *Social issues.* Discuss the issues of access, privacy, and ethics as well as their impact on society.

4.4.6   *Software acquisitions and management.* Preview, select, and install software for business applications.

4.4.7   *Telecommunications.* Evaluate, operate, and manage systems for electronic communication and data transmission.

4.4.8   *Training.* Provide information and instruction to users to enable them to operate computer systems.

4.5   Telecommunications (S): Students will understand the telecommunications concepts and systems necessary to transmit information and to function in a technological, global society. They will demonstrate competency by performing a variety of tasks, using electronic media, to transmit information effectively as follows:

4.5.1   *Business decisions.* Analyze the factors affecting the selection of appropriate communications services; for example, cost, ease of use, and timelines.

4.5.2   *Communications hardware/software.* Identify, evaluate, select, and configure compatible systems across various platforms.

4.5.3   *Communications applications.* Describe and make appropriate use of communications services and applications, such as bulletin boards, online information services, electronic mail systems, voice mail, and fax.

4.5.4   *Media types.* Identify, evaluate, create, and process audiovisual transmissions.

4.5.5   *Network operations.* Analyze, manage, and maintain various types of electronic networks.

4.5.6   *Problem solving.* Use telecommunications as a means of solving problems cooperatively.

4.5.7   *Resource management.* Discuss the effective management of human and telecommunications resources.

4.5.8   *Standards and protocol.* Analyze the implications of protocols and international standards; discuss their impact on data transmission.

4.5.9   *Terminology.* Define telecommunications terminology as it relates to emerging technology and trends.

4.5.10   *Topology.* Identify the physical and logical layouts of telecommunications systems.

4.5.11   *Training.* Provide information and instruction to users that will enable them to operate telecommunications systems.

4.5.12   *Troubleshooting.* Identify and correct hardware and software problems that occur in telecommunications.

4.5.13   *Work group applications.* Use work group applications, such as electronic mail, calendaring, scheduling, and video conferencing.

Business Career Path: Marketing

The Marketing Career Path Cluster is based on the discipline of marketing and represents skills that are readily transferable from one marketing occupation to another. Students in this career path cluster learn how to apply economic and human resources and marketing functions and foundations to solve business problems and develop competence in such areas as product/service planning, selling, pricing, risk management, promotion, and information management. After completing this cluster, students select one of five marketing areas of specialization: fashion merchandising, financial services, general merchandising, hospitality marketing, and travel and tourism.

Marketing students also have career opportunities in related areas that have growing employment needs, such as the fields of insurance and recreation.

5.0 Marketing

5.1 Customer Service (CL): Students will understand image, service, and customer relations. They will demonstrate

competency by describing the relationship between profit and customer service as follows:

5.1.1   *Customer relations.* Discuss the importance of effective relations with customers and co-workers.

5.1.2   *Customer services.* Explain the customer service options that are appropriate for selected types of businesses and their target markets.

5.1.3   *Image.* Identify appropriate images for various business situations as they relate to customer service.

5.1.4   *Profitability.* Explain the relationship between customer service and profit.

5.2   Marketing Principles (CL): Students will understand the principles and concepts of marketing from a global perspective. They will demonstrate competency by applying marketing knowledge to a variety of business situations as follows:

5.2.1   *Computer applications.* Apply management information systems to marketing situations.

5.2.2   *Distribution strategy.* Explain how channels of distribution function as a marketing strategy.

5.2.3   *International marketing.* Describe the importance of international marketing.

5.2.4   *Inventory control.* Identify and describe methods of inventory management and control in a variety of marketing environments.

5.2.5   *Market analysis.* Describe the use of demographics, market segmentation, and positioning in identifying target markets.

5.2.6   *Marketing concepts.* Develop a marketing plan that is based on marketing-mix decisions.

5.2.7   *Marketing research.* Explain the nature and importance of research in meeting the needs of the marketplace.

5.2.8   *Pricing strategy.* Discuss the elements involved in purchasing goods and services and in determining prices.

5.2.9   *Risk management.* Identify types of business risks and discuss strategies for minimizing them.

5.2.10   *Utility.* Explain the role of marketing in providing form, place, time, and possession utility.

5.3 **Promotion (CL):** Students will understand how to use combinations of different promotional elements and media in the promotional mix to promote a product or service. They will demonstrate competency by developing and presenting a promotional plan as follows:

5.3.1 *Advertising.* Identify the role of advertising in the promotional mix; research prices, timelines, and effectiveness; select appropriate media and develop examples.

5.3.2 *Assessment.* Develop methods to evaluate the effectiveness of the promotional mix.

5.3.3 *Promotional mix.* Describe the components of the promotional mix; explain the role of the promotional mix in the total marketing concept.

5.3.4 *Public relations.* Describe effective public relations strategies as they relate to a product or service.

5.3.5 *Publicity.* Explain the use of the promotional mix in creating publicity for a product or service.

5.3.6 *Sales promotion activities.* Describe a variety of sales promotion activities.

5.3.7 *Visual presentation.* Use appropriate visual presentation techniques for a variety of products and services.

5.4 **Selling Concepts (CL):** Students will understand the selling process in sales environments. They will demonstrate competency by identifying customer buying behaviors and explaining the relationship between buying behaviors and the decision-making process involved in selling as follows:

5.4.1 *Product and service knowledge.* Describe the ways in which product or service information is used to satisfy customer needs and wants.

5.4.2 *Recording sales.* Calculate, document, and post various sales transactions.

5.4.3 *Sales environment.* Identify basic classifications in selling; identify and explain the traits and skills of successful salespersons; describe customer buying motives and behaviors.

5.4.4 *Sales in U.S. economy.* Explain the relationship between sales and profitability and economic stability.

5.4.5 *Sales process.* Describe and demonstrate the steps of conducting a sale.

5.4.6   *Security and loss prevention*. Describe loss-prevention strategies and the salesperson's role in reducing losses.

5.5   **Fashion Merchandising (S):** Students will understand the marketing functions and foundations of fashion merchandising operations. They will demonstrate competency by applying marketing strategies and practices to fashion merchandising operations as follows:

5.5.1   *Advertising and promotion*. Design a promotional plan for a fashion merchandising operation.

5.5.2   *Buying and pricing*. Identify methods of price planning, pricing strategies, and buying procedures, including strategies for negotiating with vendors.

5.5.3   *Color*. Describe the fundamentals of color and color coordination; discuss the impact of color on fashion merchandising.

5.5.4   *Fashion coordination*. Explain the process of organizing fashion shows; discuss the impact of fashion shows on sales.

5.5.5   *Fashion forecasting*. Prepare a fashion forecast report that is based on fashion cycles, trends, and external influences.

5.5.6   *Line and design*. Explain the fundamental concepts of line, design, and construction and apply these concepts to merchandise presentation.

5.5.7   *Marketing and business foundations*. Discuss the following essential marketing and business foundations as they relate to fashion merchandising operations: economic principles; human resources/communications; and marketing and business functions.

5.5.8   *Security and loss prevention*. Describe precautions for reducing store losses.

5.5.9   *Shipping and receiving*. Explain the procedures for receipt and physical distribution of merchandise.

5.5.10   *Store layout*. Discuss the effective arrangement of merchandise; describe techniques for maximizing square footage and using proper adjacencies and arrangement of fixtures.

5.5.11   *Store policies and procedures*. Explain policies and procedures of store operations.

5.5.12 *Textiles.* Suggest appropriate fabrics for particular fashion items; explain reasons for fabric selections.

5.5.13 *Visual merchandising.* Discuss the importance of visual merchandising in creating and maintaining a store image; describe the effective arrangement of merchandise within a store.

5.6 **Financial Services (S):** Students will understand operational functions and marketing concepts related to banking and financial services. They will demonstrate competency by performing a variety of financial transactions as follows:

5.6.1 *Advertising and promotion.* Design a promotional plan for a financial institution.

5.6.2 *Banking and investment services.* Explain financial products and services available to the consumer and identify applicable government regulations.

5.6.3 *Credit policies and procedures.* Explain credit policies and procedures used in the banking industry.

5.6.4 *Financial institutions.* Compare types of financial institutions.

5.6.5 *Marketing concepts.* Discuss effective selling skills; identify appropriate product and service options; describe positive customer relations techniques.

5.6.6 *Operations policies and procedures.* Demonstrate procedures for conducting and documenting teller and new account transactions.

5.6.7 *Safety and security.* Describe security procedures and safety precautions appropriate to financial institutions.

5.7 **General Merchandising (S):** Students will understand the marketing functions and foundations of general merchandising operations. They will demonstrate competency by applying basic marketing strategies and practices to general merchandising operations as follows:

5.7.1 *Advertising and promotion.* Design a promotional plan for a general merchandising operation.

5.7.2 *Buying and pricing.* Identify methods of price planning, pricing strategies, and buying procedures, including strategies for negotiating with vendors.

5.7.3 *Distribution.* Describe methods used in receiving, storing, and shipping merchandise.

5.7.4   *Marketing and business foundations.* Discuss the following essential marketing and business foundations as they relate to general merchandising operations: economic principles; human resources/communications; and marketing and business functions.

5.7.5   *Merchandise classification.* Identify various merchandise classifications and coding systems.

5.7.6   *Sales forecasting.* Prepare a product sales forecast that is based on market analysis.

5.7.7   *Security and loss prevention.* Describe precautions for reducing store losses.

5.7.8   *Store layout.* Discuss the effective arrangement of merchandise; describe techniques for maximizing square footage and using proper adjacencies and arrangement of fixtures.

5.7.9   *Store policies and procedures.* Explain policies and procedures of store operations.

5.7.10   *Visual merchandising.* Discuss the importance of visual merchandising in creating and maintaining a store image; describe the effective arrangement of merchandise within a store.

5.7.11   *Wholesaling.* Identify and explain wholesaling functions related to general merchandising.

5.8   Hospitality Marketing—Hotel and Lodging (S): Students will understand operational and management functions related to the marketing of hotel and lodging facilities. They will demonstrate competency by applying hospitality marketing strategies and practices to hotel and lodging operations as follows:

5.8.1   *Advertising and promotion.* Design a promotional plan for hotel and lodging operations.

5.8.2   *Food and beverage.* Discuss ways in which catering, room service, and restaurant operations contribute to marketing and sales functions.

5.8.3   *Front office.* Define and demonstrate marketing strategies used in front-office operations.

5.8.4   *Guest relations.* Explain and apply guest service options that are appropriate for different types of service levels, target markets, and situations.

5.8.5   *Guest services.* Discuss skills and attitudes appropriate for serving guests effectively.

5.8.6   *Hotel and lodging marketing.* Develop a sales or marketing plan that is based on research, analysis, and forecasting strategies.

5.8.7   *Human resources.* Explain the ways in which recruiting, training, and evaluating personnel affect management, guest services, and marketing of the facilities.

5.8.8   *Marketing and business foundations.* Discuss the following essential marketing and business foundations as they relate to hotel and lodging operations: economic principles; human resources/communications; and marketing and business functions.

5.8.9   *Operational systems.* Explain the functions of security, safety and sanitation, housekeeping, maintenance, and engineering.

5.9   Hospitality Marketing—Restaurant Marketing (S): Students will understand operational and management functions related to the marketing of restaurant facilities. They will demonstrate competency by applying hospitality marketing strategies and practices to restaurant operations as follows:

5.9.1   *Advertising and promotion.* Design a promotional plan for restaurant operations.

5.9.2   *Customer service.* Describe guest relations techniques appropriate for marketing a variety of food-service operations.

5.9.3   *Food and beverage presentation.* Discuss effective strategies for marketing menu items.

5.9.4   *Food-service marketing.* Develop a sales or marketing plan that is based on research, analysis, and forecasting strategies.

5.9.5   *Health standards.* Identify standards for maintaining a safe and sanitary workplace.

5.9.6   *Human resources.* Explain the ways in which recruiting, training, and evaluating personnel affect management, customer services, and marketing of the facilities.

5.9.7   *Layout.* Discuss effective floor plans; describe techniques for maximizing square footage, using proper fixture arrangements, determining traffic patterns, and developing efficient arrangements of furnishings and equipment.

5.9.8   *Marketing and business foundations.* Discuss the following essential marketing and business foundations as they relate to restaurant facilities: economic principles; human resources/communications; and marketing and business functions.

5.9.9   *Operational systems.* Explain the functions of security, housekeeping, maintenance, and engineering.

5.10 Travel and Tourism—Operations (S): Students will understand operational functions related to researching, selecting, and booking client travel accommodations, including domestic and international air and rail travel, cruises, tours, car rentals, and lodging. They will demonstrate competency by scheduling a variety of travel arrangements as follows:

5.10.1   *Air tariffs and fares.* Identify tariffs; fare bases; booking codes; wholesaler, consolidator, and bulk discount fares; and primary and secondary fares used in constructing air travel costs.

5.10.2   *Cruises.* Discuss cruise offerings, suppliers, restrictions, and factors that influence cost.

5.10.3   *Equipment.* Identify the types, characteristics, and safety features of equipment used for transport in domestic and international air and rail travel, car rentals, and cruises.

5.10.4   *Geography.* Describe the geography of continents, major countries, and cities as tourist destinations and discuss their culture, customs, climate, and currency.

5.10.5   *Hotels, motels, and resorts.* Explain rate categories, room and bedding types, meal plans, and pricing criteria for various types of lodging.

5.10.6   *International travel.* Identify travel and medical documents required for travel to destinations in various locations throughout the world.

5.10.7   *Itineraries.* Plan, develop, and interpret itineraries, incorporating air segments, domestic and international time zones, elapsed flying times, connections, rank segments, and "open jaws."

5.10.8   *Rail travel.* Describe a variety of domestic and international network rail systems.

5.10.9   *Reservations.* Use computer reservations systems and software to identify fares; cancel and change fees;

book domestic and international tours and travel by air, automobile, rail, and ship; arrange lodging.

5.10.10   *Terminology.* Define and use terminology unique to the travel industry that pertains to travel modes, accommodations, and reservations procedures.

5.10.11   *Tours.* Discuss various types of tours, tour suppliers, and tour destinations.

5.10.12   *Travel document management.* Explain procedures for using, storing, validating, issuing, and distributing tickets and completing forms to process travel arrangements, including charge and refund forms.

5.11 Travel and Tourism—Sales (S): Students will understand the selling process in the travel industry environment. They will demonstrate competency by using effective sales strategies when providing a variety of travel services as follows:

5.11.1   *Ethics.* Discuss the importance of practicing a high level of professional ethics when providing services to clients.

5.11.2   *Sales-supporting activities.* Explain techniques that are effective when selling travel services, including qualifying customers, matching customer needs and wants to appropriate travel services, selling up, handling objections, closing the sale, selling suggestions, and following up on sales.

5.12 Travel and Tourism—Scope and Structure (S): Students will understand the scope and structure of the travel industry and the use of major resources in providing travel services to clients. They will demonstrate competency by identifying and describing activities, practices, and trends in the travel industry as follows:

5.12.1   *Careers.* Analyze and discuss career opportunities in the travel industry.

5.12.2   *Laws and regulations.* Discuss the ways in which travel industry operations are affected by state, national, and international laws and regulations governing the travel industry, including descriptions of California travel law as set forth in the *Business and Professional Code,* independent contractors' agreements, and the Americans with Disabilities Act.

5.12.3   *Resources.* Use major industry resources, including computer reservation systems and travel references, to

research information on domestic and international air travel, car rentals, tours, cruises, and lodging.

5.12.4 *Travel industry structure.* Identify travel industry components, revenue sources, and the responsibilities of a travel professional.

5.12.5 *Trends.* Discuss present and future economic, demographic, cultural, and technological trends and their implications for the travel industry.

Entrepreneurship

Entrepreneurship may be presented as a separate course or may be integrated into other courses. Students study business planning and management components while learning how to organize and operate a small business. Students interested in entrepreneurship should complete a career path cluster and career path specialization to ensure that they possess occupational skills for entrepreneurial ventures.

6.0 Entrepreneurship

6.1 Entrepreneurship (E): Students will understand how to organize and operate a business. They will demonstrate competency by preparing a business plan that will meet the lending standards of a financial institution as follows:

6.1.1 *Advertising and promotion plan.* Describe how to target the market, develop a budget, select the media, design a campaign, and assess results.

6.1.2 *Business image.* Develop a plan, including public relations strategies, to establish and maintain a positive image in the community.

6.1.3 *Business operations.* Develop operating policies and procedures that address the work environment, safety, and maintenance.

6.1.4 *Community resources.* Research and identify public and private sources of assistance.

6.1.5 *Entrepreneurial potential.* Describe the characteristics and behaviors of a successful entrepreneur.

6.1.6 *Financial planning.* Develop operating budgets that project income, expenses, and profitability; analyze cash-flow statements.

6.1.7 *Financial resources.* Determine sources of capital and the costs involved in financing business operations.

6.1.8   *Franchising.* Research franchising options, including acquisition, operation, and profitability.

6.1.9   *Government interaction.* Discuss federal, state, and local code, licensing, and tax requirements.

6.1.10   *Human resources development and management.* Develop job descriptions; plan for recruiting, training, and evaluating personnel.

6.1.11   *Innovation.* Generate ideas for new or improved products or services.

6.1.12   *Legal considerations and control.* Identify basic elements of law that affect ownership; define and evaluate business ownership options.

6.1.13   *Location and property analysis.* Analyze business locations through the use of market research; determine suitability of properties.

6.1.14   *Management.* Describe planning, organization, staffing, and controlling functions; explore current management practices.

6.1.15   *Marketing analysis.* Assess market potential, determine market niche and segmentation, and forecast sales.

6.1.16   *Marketing plan.* Develop a marketing plan that is based on market research and analysis.

6.1.17   *Purchasing and inventory management.* Identify buying procedures and methods for controlling inventory.

6.1.18   *Publicity.* Describe how to work cooperatively with the media for the beneficial use of news features and photographs.

6.1.19   *Risk management.* Develop strategies to minimize loss and liability; research various types of business insurance.

6.1.20   *Sales.* Describe sales strategies.

Middle School Standards:
Exploration in Business

The following standards apply to grade levels six through eight:

1.0 **Business and Consumer Concepts (M):** Students will understand selected business and consumer concepts as applied in a global society. They will demonstrate competency by describing how business functions are affected by consumer choices and cultural influences as follows:

    1.1   *Consumer behavior.* Differentiate between needs and wants.

    1.2   *Cultural literacy.* Explore the impact of cultural differences on consumer behavior.

    1.3   *International business.* Understand the magnitude of international business within U.S. society.

    1.4   *Manufacturing and production.* Explore the impact of the evolution of manufacturing and production.

    1.5   *Retail marketing.* Describe the process of buying and selling goods.

2.0 **Business Computations (M):** Students will understand basic business computations. They will demonstrate competency in computational skills to process personal business documents and make transactions as follows:

    2.1   *Estimation.* Solve problems by predicting solutions.

    2.2   *Graphs and tables.* Read and construct visual representation of data.

    2.3   *Change.* Calculate and count change for simple business transactions.

2.4 *Money and banking.* Explain banking procedures and operations.

2.5 *Pricing and sales tax.* Figure prices and compute sales tax.

2.6 *Statistics.* Analyze and interpret statistical data.

3.0 Career Awareness and Exploration (M): Students will understand career choices and explore related concepts as applied in the world of work. They will demonstrate competency by identifying and describing a variety of industries, occupations, and work skills found in business as follows:

3.1 *Career interests.* Assess personal interests related to career opportunities.

3.2 *Career qualifications.* Identify types of qualifications required for various occupations.

3.3 *Career research.* Explore a variety of occupational clusters.

3.4 *Identification of skills for work.* Identify the skills employers expect of workers.

3.5 *Job survey.* Explore career opportunities through contact with businesspersons.

4.0 Computer Literacy (M): Students will understand the basic functions and operation of computers. They will demonstrate competency by using computers as a tool for communicating and learning as follows:

4.1 *Basic operations.* Explain the way in which a computer processes information.

4.2 *Functions.* Identify the kinds of tasks for which computers can be used.

4.3 *Hardware.* Demonstrate the safe operation of computer equipment.

4.4 *Social impact.* Explore the effects of computers on society.

4.5 *Software.* Use a variety of computer programs.

5.0 Economic Concepts (M): Students will understand economic concepts as they apply to domestic and global economies. They will demonstrate competency by describing the impact of various economic conditions and systems as follows:

5.1 *Economic conditions.* Relate economic conditions in history to present-day conditions.

5.2   *Economic systems.* Identify the change and evolution of economic systems throughout history.

5.3   *Economic terms.* Define basic economic terms.

5.4   *Individual choice and impact.* Discuss effects brought about by individual choices.

5.5   *Supply and demand.* Demonstrate the concept of supply and demand in relation to pricing.

5.6   *World economics.* Identify the impact of economics on ancient history.

6.0   Keyboarding (M): Students will understand the basic keyboarding operations necessary to operate a computer keyboard. They will demonstrate competency by using the touch system of keyboarding to develop written communication requiring basic formatting skills as follows:

6.1   *Equipment operation.* Operate equipment to set tabs and margins, adjust spacing, and center text.

6.2   *Formatting.* Format simple letters and reports.

6.3   *Touch system.* Operate the keyboard by touch.

7.0   Science and Technology (M): Students will understand the ways in which science and technology impact as well as serve the needs of businesses and consumers. They will demonstrate competency by identifying and analyzing examples of scientific and technological developments that change the world as follows:

7.1   *Environmental issues.* Discuss the impact of environmental issues on business and industry.

7.2   *Technology innovations.* Explain the role of technology in the application of scientific discoveries.